

CODE ELEMENTARY

315 Holland Avenue
Seneca, South Carolina 29678

GRADES PK-5 Elementary School

ENROLLMENT 457 Students

PRINCIPAL Andrew P. Inabinet 864-885-5030

SUPERINTENDENT Dr. Valerie Truesdale 864-638-4000

BOARD CHAIR Harry B. Mays, Jr. 864-972-2136

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 3 | 27 | 59 | 4 | 0 |

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 17 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

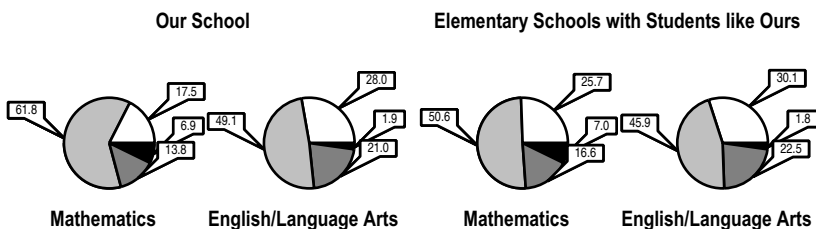
FOR MORE INFORMATION, VISIT WEBSITES AT:




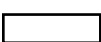
WWW.MYSCSCHOOLS.COM

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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|------|------------------------|---------------------------|---------------------------------|
| 2001 | Average | Below Average | N/A |
| 2002 | Good | Average | N/A |
| 2003 | Good | Unsatisfactory | No |
| 2004 | | | |

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

| | | |
|---|--------------------|---|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students | Parents |
|--|-----------------|-----------------|----------------|
| Number of surveys returned | 43 | 72 | 53 |
| Percent satisfied with learning environment | 97.7% | 79.2% | 86.8% |
| Percent satisfied with social and physical environment | 88.4% | 79.2% | 84.9% |
| Percent satisfied with home-school relations | 71.4% | 88.7% | 92.5% |

PACT PERFORMANCE BY GROUP

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced | State Objective |
|--------------------------------|----------------------------------|----------|---------------|---------|--------------|------------|------------------------------|-----------------|
| English/Language Arts | | | | | | | | |
| All students | 232 | 98.7 | 28.0 | 49.1 | 21.0 | 1.9 | 22.9 | 17.6 |
| Gender | | | | | | | | |
| Male | 124 | 98.4 | 26.1 | 52.2 | 20.0 | 1.7 | 21.7 | 17.6 |
| Female | 108 | 99.1 | 30.3 | 45.5 | 22.2 | 2.0 | 24.2 | 17.6 |
| Racial/Ethnic Group | | | | | | | | |
| White | 128 | 98.4 | 17.2 | 47.4 | 32.8 | 2.6 | 35.3 | 17.6 |
| African-American | 96 | 99.0 | 42.2 | 48.9 | 7.8 | 1.1 | 8.9 | 17.6 |
| Asian/Pacific Islander | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Hispanic | 8 | 100.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| American Indian/Alaskan | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Disability Status | | | | | | | | |
| Not disabled | 170 | 99.4 | 22.4 | 47.4 | 27.6 | 2.6 | 30.1 | 17.6 |
| Disabled | 62 | 96.8 | 43.1 | 53.4 | 3.4 | N/A | 3.4 | 17.6 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Non-migrant | 232 | 98.7 | 28.0 | 49.1 | 21.0 | 1.9 | 22.9 | 17.6 |
| English Proficiency | | | | | | | | |
| Limited English proficient | 4 | 100.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Non-limited English proficient | 228 | 98.7 | 27.4 | 49.0 | 21.6 | 1.9 | 23.6 | 17.6 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 169 | 98.2 | 33.8 | 49.7 | 15.9 | 0.7 | 16.6 | 17.6 |
| Full-pay meals | 63 | 100.0 | 14.5 | 46.8 | 33.9 | 4.8 | 38.7 | 17.6 |

| | | | | | | | | |
|--------------------------------|-----|-------|------|------|------|------|------|------|
| Mathematics | | | | | | | | |
| All students | 232 | 100.0 | 17.5 | 61.8 | 13.8 | 6.9 | 20.7 | 15.5 |
| Gender | | | | | | | | |
| Male | 124 | 100.0 | 13.7 | 70.1 | 7.7 | 8.5 | 16.2 | 15.5 |
| Female | 108 | 100.0 | 22.0 | 52.0 | 21.0 | 5.0 | 26.0 | 15.5 |
| Racial/Ethnic Group | | | | | | | | |
| White | 128 | 100.0 | 11.9 | 60.2 | 17.8 | 10.2 | 28.0 | 15.5 |
| African-American | 96 | 100.0 | 26.4 | 62.6 | 7.7 | 3.3 | 11.0 | 15.5 |
| Asian/Pacific Islander | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Hispanic | 8 | 100.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| American Indian/Alaskan | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Disability Status | | | | | | | | |
| Not disabled | 170 | 100.0 | 13.4 | 59.2 | 18.5 | 8.9 | 27.4 | 15.5 |
| Disabled | 62 | 100.0 | 28.3 | 68.3 | 1.7 | 1.7 | 3.3 | 15.5 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Non-migrant | 232 | 100.0 | 17.5 | 61.8 | 13.8 | 6.9 | 20.7 | 15.5 |
| English Proficiency | | | | | | | | |
| Limited English proficient | 4 | 100.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Non-limited English proficient | 228 | 100.0 | 17.5 | 61.6 | 13.7 | 7.1 | 20.9 | 15.5 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 169 | 100.0 | 23.4 | 60.4 | 11.7 | 4.5 | 16.2 | 15.5 |
| Full-pay meals | 63 | 100.0 | 3.2 | 64.5 | 19.4 | 12.9 | 32.3 | 15.5 |

Abbreviations for Missing Data

| | | | | | | | |
|-----|----------------|-----|---------------|-----|--------------|-----|---------------------|
| N/A | Not Applicable | N/C | Not Collected | N/R | Not Reported | I/S | Insufficient Sample |
|-----|----------------|-----|---------------|-----|--------------|-----|---------------------|

PACT PERFORMANCE BY GRADE LEVEL

| | | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced |
|-----------------------|---------|----------------------------------|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts | | | | | | | | |
| 2002 | Grade 3 | 75 | N/A | 20.8 | 40.3 | 36.1 | 2.8 | 38.9 |
| | Grade 4 | 84 | N/A | 19.0 | 59.5 | 21.4 | N/A | 21.4 |
| | Grade 5 | 71 | N/A | 15.9 | 55.1 | 26.1 | 2.9 | 29.0 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2003 | Grade 3 | 67 | 98.5 | 28.3 | 38.3 | 28.3 | 5.0 | 33.3 |
| | Grade 4 | 81 | 98.8 | 24.3 | 54.1 | 21.6 | N/A | 21.6 |
| | Grade 5 | 84 | 98.8 | 31.3 | 52.5 | 15.0 | 1.3 | 16.3 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

| Mathematics | | | | | | | | |
|-------------|---------|-----|-------|------|------|------|------|------|
| 2002 | Grade 3 | 75 | N/A | 23.6 | 36.1 | 20.8 | 19.4 | 40.3 |
| | Grade 4 | 84 | N/A | 29.8 | 57.1 | 9.5 | 3.6 | 13.1 |
| | Grade 5 | 71 | N/A | 23.2 | 47.8 | 18.8 | 10.1 | 29.0 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2003 | Grade 3 | 67 | 100.0 | 14.8 | 60.7 | 18.0 | 6.6 | 24.6 |
| | Grade 4 | 81 | 100.0 | 18.7 | 52.0 | 18.7 | 10.7 | 29.3 |
| | Grade 5 | 84 | 100.0 | 18.5 | 71.6 | 6.2 | 3.7 | 9.9 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n= 457) | | | | |
| First graders who attended full-day kindergarten | N/A | N/A | N/A | N/A |
| Retention rate | 3.4% | Down from 4.0% | 2.8% | 2.4% |
| Attendance rate | 96.5% | Down from 97.2% | 95.5% | 95.9% |
| Meeting grade 1 and 2 readiness standards | N/A | N/A | N/A | N/A |
| Eligible for gifted and talented | 6.2% | Down from 6.8% | 10.4% | 13.2% |
| On academic plans | N/A | N/A | N/A | N/A |
| On academic probation | N/A | N/A | N/A | N/A |
| With disabilities other than speech | 15.3% | Down from 17.7% | 8.9% | 8.0% |
| Older than usual for grade | 1.3% | Up from 1.1% | 1.4% | 1.1% |
| Suspended or expelled | 0.0% | No change | 0.0% | 0.0% |

| | | | | |
|---------------------------------------|-----------|------------------|-----------|-----------|
| Teachers (n= 46) | | | | |
| Teachers with advanced degrees | 50.0% | Up from 44.7% | 45.9% | 50.0% |
| Continuing contract teachers | 95.7% | Up from 89.4% | 85.3% | 85.3% |
| Highly qualified teachers | N/A | N/A | N/A | N/A |
| Teachers returning from previous year | 91.8% | Up from 89.2% | 86.0% | 86.2% |
| Teacher attendance rate | 93.8% | Up from 91.1% | 95.2% | 95.3% |
| Average teacher salary | \$41,207 | Down 0.8% | \$39,374 | \$39,909 |
| Prof. development days/teacher | 14.5 days | Up from 8.0 days | 12.2 days | 11.4 days |

| | | | | |
|------------------------------------|-----------|-------------------|-----------|-----------|
| School | | | | |
| Principal's years at school | 14.0 | Up from 13.0 | 4.0 | 4.0 |
| Student-teacher ratio | 14.5 to 1 | Up from 12.8 to 1 | 18.6 to 1 | 18.9 to 1 |
| Prime instructional time | 89.5% | Up from 86.0% | 89.6% | 89.7% |
| Dollars spent per pupil* | \$6,920 | Down 4.4% | \$6,042 | \$5,892 |
| Percent spent on teacher salaries* | 61.3% | Down from 71.5% | 66.0% | 66.6% |
| Opportunities in the arts | Good | No change | Good | Good |
| Parents attending conferences | 99.0% | Up from 98.5% | 99.0% | 99.0% |
| SACS accreditation | yes | N/A | yes | yes |

* Prior year audited financial data are reported.

| | Our District | State |
|---|--------------|-------|
| Highly qualified teachers in low poverty schools | N/A | N/A |
| Highly qualified teachers in high poverty schools | N/A | N/A |

| Abbreviations for Missing Data | | | | | | | |
|--------------------------------|----------------|------------|---------------|------------|--------------|------------|---------------------|
| N/A | Not Applicable | N/C | Not Collected | N/R | Not Reported | I/S | Insufficient Sample |

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

We have had a very productive year at Code Elementary School. Our outstanding faculty and staff of 80 have worked diligently to help our 515 students in our three-year-old kindergarten through fifth grade to achieve success. Through Title I, Education Accountability Act, and Education Improvement Act funds, we offered lower class sizes in reading/English/language arts and math for 2nd-5th grade students; additional assistance in reading through Reading Recovery and Literacy Groups for K-2nd grade students; and a semester of after school academic assistance for 3rd-5th grade students with academic plans. Through the Reading Renaissance Accelerated Reader program, once again, our students surpassed our AR goal of 25,000 points and increased our circulation to more than 77,000 books; and through our "CCC" math computer lab, our students in first grade through fifth grade showed gains in mastery of SC standards-based math skills.

We also continued our annual "Meet the Teacher" night before school began, grade-level "Parent Conference" night after PACT results arrive, "Family Nights," "Open House" night for students to showcase their work for parents, a Valentine's Carnival, Science Fair, and PTO meetings. Our Parent Teacher Organization (PTO) and School Improvement Council (SIC) continued to support our school activities with advice, funding, volunteers, and events such as "Grits for Grandparents." PTO also sponsored special celebrations each nine weeks for students earning Honor Roll and/or Perfect Attendance status.

School-Community Programs such as Therapeutic Child Treatment (TCT), DARE, Oconee Kids Health, and Keep Oconee Beautiful Association (KOBA), and our School-Business Partner Square D Company provided additional educational opportunities for our students. We invited parents to participate in school-wide celebrations and in many other individual classroom and grade-level events, such as our Christmas Program and Family Nights, and increased parent communication through conferences, school programs, notes home, student homework agendas, and telephone calls to more than 50,000 contacts!

This year, we received two "Project Circuit" and one "Project Jericho" Clemson University grants to continue our efforts toward technology upgrades and training. We also became one of four schools in the nation to be awarded a \$90,000 two-year "Schools for a New Millennium" grant funded by the National Endowment for the Humanities. These grants bring our total grant awards in the last five years to more than \$500,000! We also began The Blue Ridge Field Restoration Project. Collaboration among the School District of Oconee County, the City of Seneca, Clemson University, and the Housing Authority provided our school and community with a blueprint of Blue Ridge Field as it will soon become -a beautifully landscaped park.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.